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ABSTRACT

A Preparing Girls Project was incorporated into the Teenage Parent Program, which had been in operation in the Owensboro (Kentucky) City School System since August 1961. It was intended to produce more capable single teen mothers who would be more likely to finish their education and join the labor force. The assessment instruments were reworked to align them with staff goals. Total parenting attitudes improved an average of 1.4 levels on a five-level scale on the "Coping with Parenting" section of the Performance and Attitudinal Standard. All students showed an average gain of 1.8 levels of a possible five levels on career awareness instruments. Students improved scores an average of 66.8 percent in specific parenting skills. A teacher aide who had previously coped and still was coping with difficulties similar to those of the teens served as a role model and interacted with students individually and in small groups. (The brief report is followed by these appendixes: student assessment form, teenage parent program survey, self-awareness study, parenting attitudes inventories, career awareness instruments, and pre- and post-tests on classroom units.) (YLB)

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Vocational Education
Preparing Girls to Care for Self and Families Project
Annual Report
July 1, 1988 - June 30, 1989

Sarah L. Harrison, Director

Project # C-0500 4837 0541 8825

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I. Rationale

In recent times a growing concern for what appears to be an unending cycle of adolescent pregnancy in our country has been brought to the forefront. Faced with the frustrations of being unprepared for parenting, these teen parents are more susceptible to dropping out of school, living below the poverty level, and their children, in turn, becoming teen parents. These assumptions can be substantiated with data from a variety of sources which found: (1) only half of those who gave birth before age 18 complete high school and earn half as much money, (2) 71% of families who receive Aid to Families with Dependent Children had their first child as teenagers, and (3) 82% of girls who gave birth at age 15 or younger were daughters of teenage mothers. Thus, they find themselves trapped in a cycle.

With the assumption that this data from reputable sources is accurate, one sees an even more dismal future for this group of teens in Owensboro. As recently as February, 1986, a federal government report ranked Owensboro as having the fourth highest rate of unemployment among metropolitan areas in the United States. It would seem, therefore, that these youngsters--if not already--will soon find themselves locked into a less-than-acceptable way of life without appropriate role models for guidance. In this case, an acceptable role model would be a single parent who has avoided the welfare cycle by confronting the rigors of parenting without a partner, continuing education, going on to successful employment, and/or perhaps even engaging simultaneously in higher education or vocational training.

In an attempt to confront the problem since August, 1961, the Owensboro City School System has operated the Teenage Parent Program, an inner-city program for pregnant teenagers from all public and parochial schools within Daviess County. This is housed in two classrooms and an office in a building adjacent to Owensboro High School. Students ordinarily transfer to the Teenage Parent Program, usually referred to as TAP, at about five months into pregnancy which does not occur with any regularity calendarwise thus creating an extremely fluid enrollment. Enrollment fluctuates from some eight to seventeen youngsters of all ability levels in grades 7-12 often from as many as seven different schools. TAP has become multi-functional in that it: (1) until the birth of the baby, offers a full-time in-school day program in which students can earn high school credits in the basic four academic areas as well as parenting skills and career awareness and (2) during the four-to-six-week convalescent period after childbirth, provides instruction in the home to facilitate a smoother transition from TAP back to regular school.

The present staff has been directly involved with this type of student clientele for a total of thirteen years which is long enough to have a knowledge base of the obstacles facing these youngsters; however, the fact remains, that in all likelihood these teenagers see neither teacher as someone who can identify with them. Both teachers enjoy middle class life styles, one has never married and has no children, and the other has two children in a wholesome marriage. With this type of staff, these youngsters may very well be convinced that no one here could possibly emphathize with them. By the same token, these teen mothers probably have not had regular contact with adult role models who have had experience similar to theirs but have gone on to truly productive, wholesome lives.

A "Parenting Girls Project" now in operation in the Teenage Parent Program has significantly molded lives of youngsters, their babies, and their families.

II. Objectives

The "Preparing Girls Project" will produce more capable single teen mothers who will be more likely to finish their educations and join the labor force. Some objectives which have to do with project administration are:

(a) To revise assessment instruments
(b) To purchase supplies
(c) To interview and hire a teacher aide
(d) To supply a suitable role model for students who will interact with them for an average of 6-9 minutes each per day in attendance individually and in small groups.

Three objectives involve continuation and expansion strategies:

(a) Students will demonstrate raised assessment scores in parenting attitudes an average of one level on the Performance and Attitudinal Scale (see Appendix) for 70% of students on pre- and post-tests.
(b) Students will increase assessment scores in career awareness an average of one level for 70% of students on pre- and post-tests.
(c) Students will improve scores in specific parenting skills an average of 45% or pre- and post-tests.

III. Activities and Achievements

This has been an unusual school year in the Teenage Parent Program. Twenty-one girls have been enrolled for varying periods. The seven who dropped out of our program this year was the highest number ever. One was continually moving from state to state following her husband in search of a job, so may not have been poorly motivated. Another had a long history of poor school attendance. But some time after dropping out, the fetus was found deceased and delivered three months prematurely with a birth weight of one pound. The other five seemed to be cases of low motivation. In spite of intensive counseling from at least three different sources right at the point of dropping out, they withdrew anyway.

A number of the other fourteen had extraordinary experiences. Four babies were delivered four to eight weeks prematurely and two of those mothers had been confined to bedrest. One of them, an eighth grader, was flown to Kosair in Louisville, spent a week there, delivered early anyway, and the baby was kept 1½ weeks after the mother came home. The baby of the last of the four stayed in the hospital with respiratory problems an extra week. All four babies seem to be progressing normally now.

This was the first time in nine years that we have had an adoption carried through. An eighth grader and her family have achieved this with professional, whole-family counseling which is still in progress. Our staff made a number of adjustments to help conceal the pregnancy as much as possible as were the parents' wishes. She received medical care and delivery out-of-town.

In fourteen years in this program, our most traumatic experience was the loss of a baby three weeks after having been carried full-term and having what seemed to be a normal delivery. But it never went home. It was soon transferred to Kosair Children's Hospital in Louisville, and we were soon given no hope due to kidney malfunction. After missing four weeks, this mother came back, finished the last three weeks, and graduated with her class. This family needed some special consideration from our staff, but now seem to be adjusting.

The other eight were routine deliveries with the exception of one who had a normal delivery with a 9+ pound birth weight. But the mother and baby both spent two weeks in the hospital with a mysterious infection. One routinely delivered a healthy baby after a month's confinement to home due to what actually seemed to be encouragement of the doctor on the part of her mother. There were no complaints of physical difficulties during the month of home instruction prior to delivery. Simply due to fatigue, two others, along with their families, decided not to attend school two weeks prior to delivery. However, they picked up with home instruction following delivery. The remaining four continued in the program through routine deliveries and convalescence and on to complete the program.

Our latest reports indicate that--with the exception of the two deceased, of course--all babies are now developing normally. But this brief narrative surely points to the fact that this school year was different.

Much effort had to be devoted toward providing a support system through the adverse circumstances just described. In spite of the different climate in the program, testing results indicate that the project has made these more capable teen parents who will be more likely to finish their educations and find successful employment.

Quarterly reports included detailed descriptions of activities utilized including selected modules from the Kentucky Vocational Home Economics Department along with cited enrichment activities. These activities enabled us to meet and/or surpass our objectives:

A. Revised assessment instruments would be utilized. The staff-made tests were again re-worked to better align them with staff goals.

B. Students would demonstrate raised assessment scores in parenting attitudes an average of one level on a five-level scale on the "Coping with Parenting" section of the Performance and Attitudinal Standard (see Appendix A) for 70% of student attributes on pre- and post-tests.

To simplify data collection, all attributes rather than a certain percentage as outlined in the goals have been included. We believe, too, that this is a clearer indication of project effectiveness. To avoid re-opening old wounds, students whose babies either died or were adopted were not post-tested for parenting attitudes. Total parenting attitudes improved an average of 1.4 levels. This is far better than the goal considering the fact that the data represents all attributes rather than a select number.

The parenting attitudes inventories (Appendixes B-C) are staff-devised, assessed, and keyed to the "Coping with Parenting" section of the Performance and Attitudinal Standard"--Part I (Appendix A) which consists of ten traits having five levels each.

C. Assessment scores in career awareness would increase an average of one level for 70% of students on pre- and post-tests.

Career awareness results are based upon all students, some of whom were unable to complete the unit. Again, in spite of incomplete work the goal was exceeded in that all students showed an average gain of 1.8 levels of a possible five levels.

Staff-devised instruments (Appendixes C-G) are keyed to "Career Awareness"--Part II of Performance and Attitudinal Standards (Appendix A) which consists of seven traits having five levels each. It is clear that these youngsters critically needing an awareness of the work world received just that.

D. Students would improve scores in specific parenting skills an average of 45% on pre- and post-tests. Even with the fluid enrollment described in the rationale, evaluation of parenting skills based on scores of all students who were enrolled for testing of each skill showed an average gain of 66.8%. This data is based upon pre- and post-tests on classroom units taught. (Appendixes H-T)

E. Students would spend an average of 6-9 minutes per day in attendance individually and in small groups with an appropriate parent role model in the form of a teacher aide who had and still was coping with difficulties similar to those of these youngsters.

The teacher aide from the previous year was re-hired with her hours reduced from six per day to five. She sat in on two of the vocational classes as a consultant sharing her personal experiences as a means of enhancing teacher presentations in parenting skills and career awareness/orientation to the work world. Additionally, she went beyond the call of duty to be with these girls by: (a) spending her break with them while they were on their break, (b) eating lunch with them, and (c) making them comfortable enough to call her at home when they needed to vent feelings.

The girls were found to have been involved in counseling with the teacher-aide parent role model a daily average of: (a) 24 minutes individually and in small groups and (b) 1 hour and 29 minutes in large groups. In summary, these youngsters were able to directly interact with an appropriate parent role model a total daily average of 1 hour and 53 minutes.

A culminating activity which helped us to truly realize the fruits to our labors was that of a graduation tea. We were able to invite twelve former students in our program who had perservered to completion of high school after having a baby. They are graduating from a combination of three different high schools. They were encouraged to bring the babies, and the six able to attend did so. They all have definite plans now either for further education or a job.

IV. Recommendations on Findings

Achievements outlined in the previous section show--without question--that every goal was remarkably exceeded. It is clear that experiences from this project ameliorated the approach to the future for these young girls as they prepared to care for themselves and their families. In our estimation, the money invested was well-spent.

Now, as funding decreases, costs increase. Even with making the best possible use of a $10,000 grant--reduced from $19,000, which itself was inadequate this year--we will not be able to serve our students at anywhere near the level in the past.

With this in mind, the project will have to be altered greatly--to about half. Services which can be provided with a budget of $10,000 include the salary and fringe benefits for a certified vocational teacher for .3 time, which will allow her to teach two class periods one semester and one class period the other. During the two-class-period semester, we will (a) raise assessment scores in parenting attitudes an average of three fourths of a level out of a possible five levels for the attributes on the Performance and Attitudinal Scale (b) increase career awareness an average of one level out of a possible five levels for the attributes on the Performance and Attitudinal Scale (c) improve specific parenting skills an average of 45% on post-tests. During the one-class-period semester, we will: (a) raise assessment scores in parenting attitudes an average of one-half level for the attributes on the Performance and Attitudinal Scale, (b) increase career awareness an average of three-fourths of a level out of a possible five levels for the attributes on the Performance and Attitudinal Scale, (c) post-test scores for approximately one fourth of the specific parenting skills normally presented will be raised an average of 45%.

Additionally, a .5 time certified teacher would have provided staff flexibility so that, during convalescence from childbirth, students could have been provided a smoother transition from TAP back to regular school through home instruction provided by TAP staff. We will now provide home instruction to about half of the students.

This report causes us to take stock of failures as well as accomplishments. Upon its conclusion, the project is seen as a highly worthwhile endeavor. The staff looks forward to another year of hopefully continuing to impact--if even at a much-reduced level--upon the lives of troubled teenagers, as well as those of their families and their young offspring.

APPENDIX A

TEENAGE PARENT PROGRAM--COPING SKILLS PERFORMANCE AND ATTITUDINAL STANDARDS

Date _____

Student _____
Grade _____

Pre-Assessment _____
Post-Assessment _____

		Excellent	Good	Fair	Poor	Unsatisfactory	Remar
	I. Coping with parenting						
App.B	1. Demonstrates a positive self-image.						
App.C.5	2. Has a positive outlook on her future in general.						
App. C.7	3. Has positive attitude toward own parents.						
App. C.8-11	4. Accepts differences in others.						
Staff Judg.	5. Is cooperative with fellow students.						
App.C.12,18,21	6. Has a positive view of parenthood.						
App.C.12,18,21	7. Has realistic view of motherhood.						
App.C.20-22	8. Exhibits a positive attitude toward children.						
App.C.22-24	9. Approaches childbirth positively.						
App.C.22-24	10. Has a realistic view of childbirth.						
App. H-T	11. Possesses the necessary skills for routine child care.						
	II. Career Awareness						
App.C.25-29	1. Has a positive attitude toward work.						
App.D.6	2. Knows how to contact employer.						
App.E	3. Can fill out a job application.						
App.F	4. Conducts herself properly in a job interview.						
App.G	5. Is able to interpret a paycheck stub.						
App.F	6. Has awareness of appropriate dress for a job.						
App.D.1-5	7. Understands the importance of reliability on the job.						

Comments: _____

TEENAGE PARENT PROGRAM SURVEY

Instructions: Please check as many as apply to you.

1. Why did you choose a teenage parent program?

_____ a. I was not allowed to remain in my regular school.
_____ b. I was uncomfortable and embarrassed in my regular school.
_____ c. I had heard this program provided good training for teenagers becoming parents.
_____ d. I wanted the special counseling provided here.
_____ e. I was too physically ill to remain in my regular school.
_____ f. I was too emotionally upset to remain in my regular school.
_____ g. There was too much physical movement (changing classes every period) in my regular school.
_____ h. I was referred here from another agency. (Please state who referred you.) _____
_____ i. Other (please explain) _____

2. How did you learn about the Teenage Parent Program?

_____ a. Through counselors/teachers at my school.
_____ b. From articles in the newspaper, radio, or television. (circle one)
_____ c. From friends or relatives.
_____ d. From other students who attend this program.
_____ e. From hearing a speaker talk about the program.
_____ f. From my doctor.
_____ g. From the public health department.
_____ h. From a social worker.
_____ i. Other (please explain) _____

3. What do you expect to gain from the training you will receive here?

_____ a. Parenting skills (for how to take care of the baby physically).
_____ b. Parenting attitude (developing healthy attitudes about how to be a good parent).
_____ c. Methods of developing healthy outlook on life in my child.
_____ d. Explore the world of work.
_____ e. Earn enough credits to be able to graduate from high school.
_____ f. Learn the legal rights and responsibilities for both mother and father.
_____ g. Counseling to help me cope with my pregnancy.
_____ h. Counseling to help me face the problems of becoming a teen parent.

PRE :POST

Appendix B

SELF AWARENESS STUDY

Directions: Read through this entire list of adjectives and underline twelve words which you feel are descriptive of yourself.

Select a partner and exchange worksheets. Your partner should circle the twelve adjectives which he/she feels best describe you.

Compare your responses to those of your partner. Which list was more positive? What reasons can you give for this?

gentle	dishonest	clumsy	mouthy
hard-working	smart	petite	envious
sloppy	quiet	peaceful	concerned
funny	talented	mean	creative
loving	competitive	slim	muscular
complaining	poised	hostile	naive
firm	cautious	charming	conceited
good-humored	clever	happy	generous
lazy	responsible	well-dressed	sad
unique	skinny	crabby	attractive
warm	mature	polite	aggressive
energetic	reckless	heavy	friendly
absent-minded	prejudiced	outspoken	nervous
respectful	thoughtful	two-faced	talkative
kind	proud	moody	impatient
articulate	tall	artistic	loyal
sympathetic	sophisticated	rebellious	organized
accepting	shy	forthright	athletic
honest	reflective	spiritual	narrow-minded
unselfish	spiteful	selfish	sensitive

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Date: _____ Name: _____

Appendix C

PRE POST

"I AM SOMEONE WHO"

Instructions: Work alone to complete the following sentence stems. Think each statement through carefully before finishing the statement.

1. I would be happy if _____

2. I feel best about myself when _____

3. I enjoy life more when _____

4. I get a warm feeling when _____

5. Two years from now, I _____

6. My goal is _____

7. My parents are _____

8. I need friends who _____

9. I love people who _____

Appendix C cont'd

10. I can accept differences in others when _____.

11. Old people make me _____

12. A good mother _____

13. My baby's father _____

14. When I think about being a parent, myself, I _____

15. Some things I might have to give up if I were a parent include _____

16. The first thing I would do as a parent is _____

17. As I view my friends who are now parents, I think _____

18. A family should _____

19. Being pregnant this young in my life _____

Appendix C cont'd

20. My baby will _____

21. Having a baby in my life _____

22. When my baby is born _____

23. Child birth will be _____

24. When I'm in the hospital _____

25. Working is _____

26. Getting a job _____

27. Hard work makes me _____

28. Working for a living _____

29. Education is _____

30. What I hope to gain from T-A-P (Answer on back of page.)

Date _____ Appendix D Name _____

"WORLD OF WORK"

(Pre) Post

You have just been hired for a job. How would you handle these situations?

1. You have 15 minutes to get to work on time. You are already in your ca on your way to work and find that you have forgotten your lunch. The doctor has recommended that you eat 3 balanced meals a day. What would you do?

_____

_____

_____

_____

2. As you pull up in your parking space, you notice that half of your hem is out of your dress. What would you do?

_____

_____

_____

_____

3. On your way to work your quits. What would you do?

_____

_____

_____

_____

4. You need a dental checkup. The nurse gives you the choice of 11:30 am or 4:15 pm appointment. You have a sitter until 4:30 and have to pay extra if you're late. Which appointment would you choose and why?

_____

_____

_____

_____

Appendix D cont'd

5. You have a baby at home with a sitter, and one in first grade. The school calls you at work and tells you your child is running a low grade fever. What would you do?

_____

_____

_____

_____

6. Which of the following situations would be appropriate to approach a prospective employer?

____ A. An employer is waiting in the lobby to be seated at Red Lobster.

____ B. Write him a letter of introduction.

____ C. You met an employer while standing in line at the durg store.

____ D. Call an employer for an appointment.

____ E. You're in a near by town and decide to go by an employer's office who doesn't seem busy.

____ F. Have a friend who works for an employer tell him about you.

PRE POST

Appendix E

APPLICATION FOR EMPLOYMENT

Date_____ 19____

Name (Last Name First)_____ Age____ Born: Mo____ Day____ Year____

Address_____ Telephone_____ Soc. Sec. No._____

How long have you lived at this address?_____ Birthplace?_____ Citizen?_____

Male_____ Female_____ Weight_____ Height_____ Any serious illness?_____

Single_____ Married_____ Other_____ No. Children_____ Ages_____

Other Dependents_____ Explain_____

What kind of work are you applying for?_____

What special qualifications do you have?_____

What office machines can you operate?_____

Who referred you to us?_____

Do you have any relatives working for this Company?_____ Who?_____

MILITARY SERVICE RECORD

Have you served in the Armed Forces?_____ From_____ 19____ To_____ 19____

Branch of Service_____ Duties_____

Rank or rating at time of enlistment_____ Rating at time of discharge_____

Type of discharge_____ Any disability?_____

EDUCATION

SCHOOL	DATE FROM	DATE TO	NAME OF SCHOOL	CITY	COURSE	DID YOU GRADUATE
GRAMMAR						
HIGH						
COLLEGE						
OTHER						

EXPERIENCE (ENTER LAST JOB FIRST)

NAME AND ADDRESS OF COMPANY	DATE FROM	DATE TO	LIST YOUR DUTIES	STARTING SALARY	FINAL SALARY	REASON FOR LEAVING

REFERENCES (NOT RELATIVES) USE BACK FOR FURTHER INFORMATION

NAME	ADDRESS	OCCUPATION

Appendix F

Pre_____
Post_____

_____

Student

Interview Evaluation

ex good fair poor

I. Appearance

a. posture (standing/sitting)
b. appropriate dress
c. neat in appearance
d. appropriate accessories
e. lack of disturbing habits

II. Body Language

a. eye contact
b. good hand-shake

III. Preparation for interview

a. references
b. resume

IV. Communication Skills

Appendix G

NAME _____ DATE _____

CLASS _____ TEACHER _____

PAY CHECK STUB

Directions: When you are given a pay check, you should also be given a written explanation for any money deducted (held back) from your pay. The explanation is either on a stub of paper attached to your check or on a separate piece of paper. Sally Smith's pay check stub is shown in the box below. Study her stub and answer the questions.

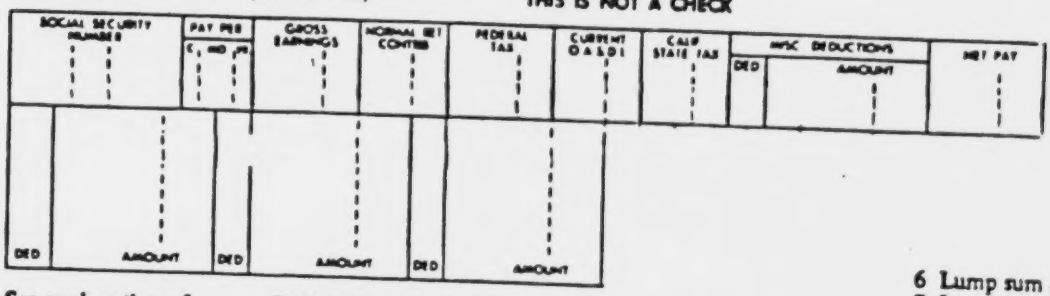
Contact deduction companies or your personnel office regarding miscellaneous deduction changes

File a new form W-4 if you change your name, address, marital status, or number of allowances

STATEMENT OF EARNINGS AND DEDUCTIONS (CD 39, 1-75)

DO NOT PAY

THIS IS NOT A CHECK



See explanation of deductions on reverse side or ask your personnel office

PAY PERIOD CODES

0 Full month
1 First half of month
2 Last half of month
3 Industrial disability leave, military leave or lump sum sick leave
4 Emergency employment
5 Cash overtime
6 Lump sum overtime
7 Lump sum vacation
8 Adjustment of previous payment involving time worked
9 Adjustment of previous payment not involving time worked

MISCELLANEOUS DEDUCTIONS EXPLANATION

17 Charitable Contribution
36 U.S. Savings Bonds
50 Parking
51 Credit Union
60 Health Benefits Deduction
88 Union Dues
97 Old Age, Survivors, and Disability Insurance
99 Life Insurance

1. How much did Sally earn before taxes and other deductions? _____
2. How much was held back for state taxes? _____
3. How much was held back for the retirement plan? _____
4. How much was held back for federal income taxes? _____
5. How much was held back for social security? _____
6. How much was held back for parking? _____
7. How much was held back for U.S. Savings Bonds? _____
8. How much was held back for health insurance or health plans? _____
9. How much was held back for life insurance? _____
10. What is the pay period code on Sally's check? _____
11. What does the pay period code on Sally's check mean? _____
12. How much did Sally take home for the pay period? _____

J. Weston Walch, Publisher Box 658 Portland, Maine 04104

Date: _____ Name: _____

Appendix H

PARENTING SKILLS (PRE) POST
Test 1

FILL IN THE BLANK:

1. _____ has been defined as one or more persons who may or may not live together, but who are related by marriage, birth or adoption.

2. The _____ family is interdependent, closely knit and rigidly controlled by the father.

3. The _____ family includes mother, father, and children.

4. The _____ family includes mother, father, children and a relative such as a grandmother.

5. The _____ family may be defined as one which encourages independence and democratic control.

6. _____ is one's feelings about self.

7. _____ is the value people place on themselves.

8. _____ are food, clothing, shelter and love.

SHORT ANSWER:

1. List 3 types of nontraditional families.

   1. _____ 3. _____

   2. _____

2. List 3 functions of the family.

   1. _____

   2. _____

   3. _____

3. List 3 positive aspects of parenthood.

   1. _____

   2. _____

   3. _____

4. List 3 negative aspects of parenthood.

   1. _____

   2. _____

   3. _____

5. What are the two types of self concept?

   1. _____ 2. _____

Appendix L POST / PRE

Name: _____

Check-Out Activity Sheet

CONCEPTION

Part I

TRUE OR FALSE *

_____ 1. The release of an ovum from a female ovary is called ovulation.

_____ 2. The process in which a fertilized ovum attaches itself to the lining of the uterus is called implantation.

_____ 3. Millions of sperm fertilize one ovum during conception.

_____ 4. During sexual intercourse the penis is inserted into the uterus.

_____ 5. Pregnancy can occur even if the penis does not penetrate the vagina.

_____ 6. Ovulation occurs monthly in the female from puberty until menopause.

_____ 7. An enzyme on the head of a sperm dissolves the outer layer of an ovum in order to enter it.

_____ 8. The period of time that an ovum is in the correct location for fertilization is about twelve hours.

_____ 9. The lining of the uterus is called the endometrium.

_____10. The fertilized ovum is called an embryo during the first three months of pregnancy.

Part II. Short Answer:

1. What is the main sex organ?

_____

2. What are the three (3) "T's" of sexuality?

1. _____
2. _____
3. _____

3. List in order the four stages of sexual response.

1. _____
2. _____
3. _____
4. _____

4. Describe two main differences between men and women in their sexual functioning.

1. _____

_____

2. _____

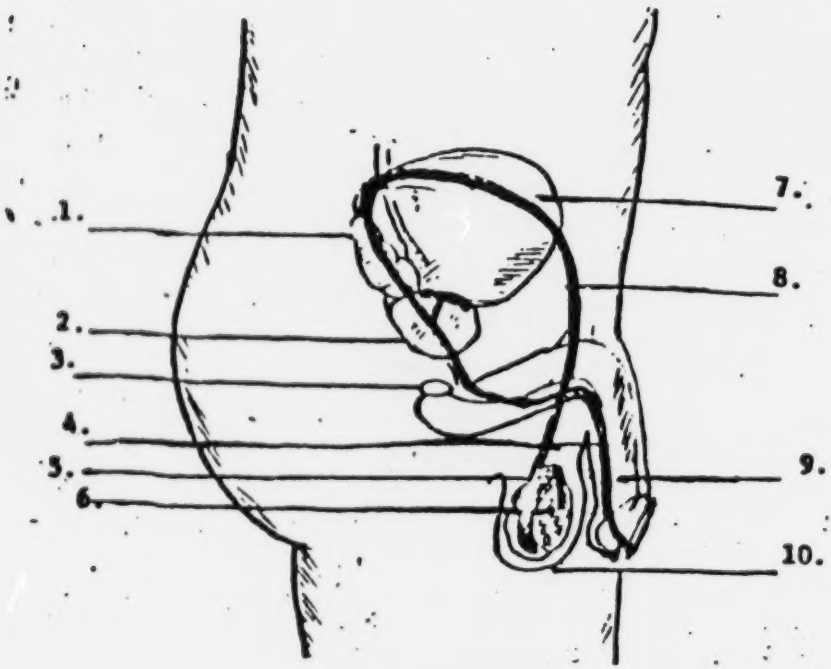
Appendix I
Cont'd

Part III. Match the following parts of the male and female reproductive systems with the correct functions. Place the letter of the FUNCTION in the blank to the left of the numbered SEX ORGAN.

SEX ORGAN	FUNCTION
_____ 1. Cervix	a. The lower part of the uterus that extends down into the vagina.
_____ 2. Clitoris	b. The part of the male genitalia that covers and protects the male organs which produce sperm.
_____ 3. Ejaculatory duct	c. The sex organs that produce sperm.
_____ 4. Epididymis	d. The male sex organ which connects the outlets of the two seminal vesicles.
_____ 5. Fallopian tubes	e. The opening from the bladder.
_____ 6. Foreskin	f. A very sensitive part of the penis.
_____ 7. Glans	g. The pear-shaped organ (womb) that expands during pregnancy.
_____ 8. Hymen	h. The part of a male sex organ which is circumsized.
_____ 9. Labia	i. The opening from the outside of the female body into the internal reproductive organs.
_____ 10. Ovary	j. A female sex gland.
_____ 11. Penis	k. The male organ located at the base of the bladder which forms semen.
_____ 12. Prostate gland	l. The organ in which sperm are stored and nurtured.
_____ 13. Scrotum	m. The outer folds of flesh which cover and protect the genital area of the female.
_____ 14. Seminal vesicle	n. The male organ that accumulates sperm while they mature.
_____ 15. Testes	o. The narrow fold of tissue encircling the vaginal opening.
_____ 16. Urethra	p. The female organ that is highly sensitive to stimulation.
_____ 17. Uterus	q. The tubes that lead from the epididymis of each testes to one of the seminal vesicles.
_____ 18. Vagina	r. The tubes for transporting ripened, released ova.
_____ 19. Vaginal opening	s. The male sex part that penetrates the female during sexual intercourse.
_____ 20. Vas deferens	t. The birth canal.

MALE REPRODUCTIVE SYSTEM

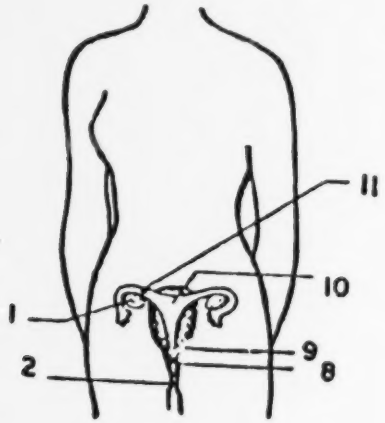
In the space provided at the bottom of the page, label the parts of the male reproductive system.

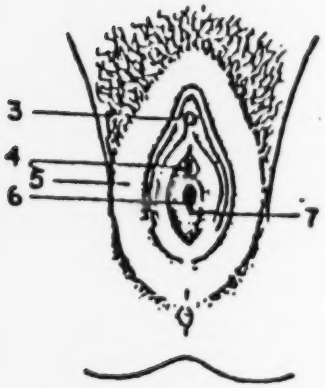


1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Appendix 1 zone a

Part I. Label the parts of the following illustrations of the female reproductive system.





Appendix J

BIRTH CONTROL METHODS

Name: _____

PRE POST

MATCH EITHER a OR b TO THE PROPER CONTRACEPTIVE:

_____ 1. the pill
_____ 2. I.U.D.
_____ 3. diaphragm
_____ 4. condom
_____ 5. contraceptive jelly

a. a prescription is not needed
b. a prescription is needed from a doctor

FILL IN THE BLANK:

1. A birth control device which covers the erect penis with a rubber sheath i called the _____.
2. A device which is inserted into the uterus for an indefinite period is called _____.
3. A vaginal foam or suppository used to kill the sperm is a _____
4. The vas deferens are cut and tied to prevent the release of sperm in a _____.
5. Refraining from sexual intercourse is called _____.
6. Another name for birth control is _____.
7. Removing the penis from the vagina before ejaculation is called _____.
8. A thin, cup-shaped rubber device inserted into the vagina to cover the cervix is called a _____.
9. The surgical procedure involving the cutting and tying of the fallopian tubes is called _____.
10. Ovulation is inhibited by _____.
11. Abstaining from intercourse during the time of the month when a woman ovulates is the _____ method.
12. IUD stands for _____.
13. The birth control pill contains _____ and _____
14. A diaphragm must be left in _____ hours after intercourse.

SHORT ANSWER:

1. List four ways in which women over the years have tried to prevent pregnancy
   1.
   2.
   3.
   4.
2. Why was the Dalkon Shield taken off the market.
3. List four types of IUD's.
   1.
   2.
   3.
   4.
4. What is family planning?
5. Explain why surgical methods of birth control are easier for the male than the female?
6. List the three best types of contraceptive devices.
7. List three types of birth control methods that are risky.
8. List two things that should never be considered contraceptive.
9. How does the contraceptive sponge work?

Appendix K

LIFE BEFORE BIRTH TEST

NAME: _____

SHORT ANSWER: (PRE) / POST

1. List four symptoms of pregnancy.
   1. _____
   2. _____
   3. _____
   4. _____
2. What is conception and explain what happens and where it takes place.
   _____
   _____
   _____
3. Explain who determines the sex of the child and how.
   _____
   _____
   _____
4. List four purposes of a blood test.
   1. _____
   2. _____
   3. _____
   4. _____
5. Name three danger signals of pregnancy. (Something is going wrong.)
   1. _____
   2. _____
   3. _____
6. List three common discomforts of pregnancy.
   1. _____
   2. _____
   3. _____
7. Why should a pregnant woman never drink, smoke, or take any drug not prescribed by the doctor? _____
   _____
   _____
8. What is the placenta? _____
   _____
   _____
9. What "things" make up the afterbirth? _____
   _____
   _____
10. What are the two purposes of the amironic fluid? _____
    _____
    _____
11. What is a zygote? _____
    _____
12. What is a fetus? _____
    _____
13. What is an embryo? _____
    _____
14. What is lanugo? _____
    _____
15. What is vernix? _____
    _____
16. What is viability? _____
    _____
    _____

Appendix K cont'd

STATE AT WHAT DAY OR MONTH THE FOLLOWING OCCURS:

_____ 1. A primitive heart begins to beat.

_____ 2. Sex of the baby can be determined.

_____ 3. Movement can generally be felt.

_____ 4. Age of viability.

_____ 5. Head and tail appear.

_____ 6. Buds for arms and legs appear.

_____ 7. Puts on layer of fat.

FILL IN THE BLANKS:

1. Aspirin is a _____.
2. The use of some _____ has known to increase risk of cleft palate.
3. A pregnant heroin user's baby may be _____ at birth.
4. There is a "_____" that sometimes affects children of alcoholic mothers.
5. Mothers who _____ heavily tend to have lower birth weight babies.
6. The baby's _____ is the one organ most affected by maternal drinking.
7. High concentrations of _____ can be found in babies of smoking mothers.
8. A pregnant woman who smokes two packs a day blocks off 40% of baby's _____.
9. _____ may cause placental blood vessels to narrow and diminish the supply of nutrients to the unborn baby.
10. The _____ travels _____ days to reach and implant in the uterine wall.
11. The average weight of a new born is _____.
12. The average length of a new born is _____.
13. The danger ages for a pregnant woman are _____.
14. _____ is a serious complication during pregnancy which is caused by poisonous substances in the mother's blood stream.
15. The total prenatal period averages about _____ days or a little more than nine calendar months.

* B O N U S *

Define pica: _____

_____

_____

Appendix L

NAME _____

LABOR AND DELIVERY (HD-31)

PRE POST

IRECTIONS: Answer the following questions.

1. _____ are registered nurses who have been trained to handle routine obstetrical deliveries.

2. The _____ delivery is the type of delivery that is preformed when there are complications.

3. With the _____ birth method the mother usually goes through the childbirth classes to help her learn to control her breathing and to help her learn to cope with the labor pains.

4. When should the expectant mother plan to go to the hospital once she has started having contractions?

5. The _____ is the cut that is made at the base of the birth canal to add in the birth process.

6. Another name for the placenta is the _____.

7. The removal of the baby from the uterus through an incision in the abdominal wall and the uterus is known as a _____ _____.

8. The work done on the part of the mother and the body to help the baby be born is called _____.

9. The _____ is the room where the baby is born.

10. The _____ is the room where the expectant mother goes through labor and preparation for birth.

DIRECTIONS: Answer each of the following questions.

11. List three (3) things that expectant parents must make decisions about and prepare for before childbirth.

12. Briefly describe the three (3) stages of labor.

13. List two (2) common symptoms of labor.

14. What is done to help the uterus return to normal ? List at least one (1) thing.

15. Briefly explain and list the three (3) types of delivery.

Appendix L cont'd

NAME _____

LABOR AND DELIVERY

16. Define the terms below:

contractions:

"show":

water breaking:

Directions: Match the following terms with the correct definition. Place the correct letter in the space provided by the word.

TERMS

_____ 1. Afterbirth
_____ 2. Molding
_____ 3. Effacement
_____ 4. Forceps Delivery
_____ 5. Crowning
_____ 6. Expulsion
_____ 7. Episiotomy
_____ 8. Contractions
_____ 9. Cesaream section
_____ 10. Dilation of the Cervix
_____ 11. Lightening
_____ 12. Quickening
_____ 13. Induced Labor
_____ 14. "Prepped" for birth
_____ 15. Transition Period of Labor

DEFINITIONS

A. The removal of the baby from the uterus through an incision in the abdominal wall and uterus
B. Delivery of the placenta after the baby has been born
C. Cramps due to the muscles contracting enlarging the cervix
D. When the baby's head can be seen at the mouth of the vagina
E. The opening of the cervix to permit the passage of the baby into the birth canal
F. The stretching out of the cervix until it is very thin
G. A small cut in the area between the vaginal and the rectum to prevent tearing during the birth process
H. The second stage of labor; the baby being expelled from the birth canal.
I. When forceps are used to help deliver the baby
J. When a hormone is injected into the mother to cause labor to begin
K. The work done on the part of the mother and her body to help the baby be born
L. The feeling that occurs when the fetus settles into the lower pelvis area
M. The shaping of the baby's head to adjust to the shape of the birth passage and after the baby is born, rubbing the baby's head
N. A nurse prepares the mother for giving birth by giving an enema, shaving the pubic hair, etc.
O. The instinctive urge to bear down along with a feeling of pressure in the rectum as the baby enters the birth canal
P. The first feeling of life that can be felt by the mother.
Q. A show of blood occuring before delivery
R. A gush of water coming from the vaginal opening.

Appendix M

1. When may you start giving your baby a tub bath?

2. The area of the head where the skull has not grown together is known as the _____.

3. The bath should not be rushed, but fast enough so that the baby will not
   a. fall asleep
   b. wrinkle
   c. grow tired of the bath

4. When giving a baby a bath, the temperature of the room should be _____ and the room should be free from _____.

5. To insure safety of the baby, line the tub with a _____.

6. The water should not be hot or cold but pleasantly _____.

7. How do you test the bath water temperature?

8. After having all necessary equipment assembled for the bath, the first step in preparing the baby is _____ the baby down to the daiper.

9. What is the first part of the baby's body to wash? _____

10. What part of the baby's body is not washed with soap? _____

11. _____ is a scalp irritation common in babys.

12. Name the <u>two</u> types of baths.
    1.
    2.

13. List <u>three</u> safety rules for giving a baby a bath.
    1.
    2.
    3.

14. If the phone rings during your baby's bath what should you do?

15. Baby powder may sometimes be irritating so you may want to use _____ instead.

16. List <u>all</u> the items needed for the bath.

17. List <u>three</u> types of holds for the baby.
    1.
    2.
    3.

18. List <u>two</u> ways to fold a cloth diaper.
    1.
    2.

19. How do you care for a circumcision?

20. How do you care for the umbilical cord stump?

FEEDING THE INFANT Appendix N NAME _____

BREAST FEEDING MODULE HD - 37 (PRE) POST

Directions: Answer the following questions.

1. List two (2) points to remember when caring for the breasts and nipples when breast feeding.

2. List three (3) advantages of breast-feeding for both the mother and the baby.

3. List three (3) disadvantages of breast-feeding.

4. TRUE FALSE The more the baby nurses, the more milk the mother's breasts will produce.

5. Explain what is thrush.

6. To prevent unnecessary infection, the infant's formula and equipment must be _____.

7. When should weaning from the breast or bottle begin?

8. Give one (1) way to relieve a constipated infant.

9. Why should an infant be burped?

10. What vitamins are needed to supplement the baby's diet? How are the vitamins given to the infant?

11. List three (3) symptoms of colic.

12. List two (2) ways to help an infant adjust to solid foods.

13. Give three (3) conditions or actions that makes feeding time more pleasant.

14. Describe and name the two (2) methods of sterilizing formula for bottle-feeding.

Appendix O

INFANT STIMULATION NAME: _____

(PRE) POST

1. What is infant stimulation?

2. What is the aim of infant stimulation?

3. When should a mother start infant stimulation?

4. What should infant stimulation encourage?

5. What are the five senses to stimulate in an infant?

6. List <u>four</u> things that infant stimulation promotes.
   1.
   2.
   3.
   4.

7. List <u>four</u> guidelines for when planning and selecting stimulating activities
   1.
   2.
   3.
   4.

8. When can infant stimulation be provided?

9. Name <u>two</u> results when infants are not stimulated.

10. Name <u>five</u> stimulating materials to place in or around an infant's crib.

Appendix P

RAPE AND SPOUSE ABUSE TEST (PRE) POST

NAME _____

DIRECTIONS: Answer the following completion questions by filling in the bla with the correct word or words.

1. Violence usually passes from _____ to _____
2. Violence is a _____ behavior.
3. Batterers were either _____ as children or their fathers _____ their mothers.
4. Women are sometimes beaten for the first time during their first _____

DIRECTIONS: Answer the following true or false statements. Place a T in th blank if the statement is true, F if it is false.

_____ 1. Wife abuse is a new problem which has occurred due to the pressure of today's society.
_____ 2. Most cases of spouse abuse are not reported.
_____ 3. Most batterers blame themselves for their actions.
_____ 4. Most battered women deny being abused.
_____ 5. Spouse abuse is usually limited to low income groups.
_____ 6. Women in rural areas find it easier to leave than women in cities.

DIRECTIONS: Short Answer

1. List four characteristics of a batterer.
   a. _____
   b. _____
   c. _____
   d. _____
2. Name four reasons battered women usually stay with their batterers.
   a. _____
   b. _____
   c. _____
   d. _____
3. What two reasons make a battered woman finally leave?
   a. _____
   b. _____
4. Name the three phases of the battering cycle.
   a. _____
   b. _____
   c. _____
5. What is the best safe place to go if you are battered?

   _____

DIRECTIONS: Answer the following true or false statements. Place a T if the answer is true, F if the answer is false.

_____ 1. Rape is a crime of passion and sexual impulsiveness.
_____ 2. The typical rapist has raped many times before being caught.
_____ 3. The most frequent type of rape occurs as a result of a woman hitchhiking.

Appendix P cont'd

RAPE AND SPOUSE ABUSE TEST
Page 2

Name _____

DIRECTIONS: Short Answer.

1. Name three types of rapists.
   a. _____
   b. _____
   c. _____

2. If you have been raped list three things that you should do.
   a. _____
   b. _____
   c. _____

3. If you have been raped, list four things that you should not do.
   a. _____
   b. _____
   c. _____
   d. _____

DIRECTIONS: Define the following types of rape.

1. Blitz = _____

2. Acquaintance = _____

3. Marital = _____

4. Statutory = _____

5. Incest = _____

6. Sodomy = _____

PRE Appendix Q
POST

NAME: _____
Date: _____

TEENAGE PREGNANCY HD-18

SHORT ANSWERS:

1. List three (3) health risks to the teenage mother:

   1. _____

   2. _____

   3. _____

2. List three (3) health risks to the baby:

   1. _____

   2. _____

   3. _____

3. List the four (4) options to a problem pregnancy and one advantage and one disadvantage of each.

   1. _____

      Ad. _____

      Dis. _____

   2. _____

      Ad. _____

      Dis. _____

   3. _____

      Ad. _____

      Dis. _____

   4. _____

      Ad. _____

      Dis. _____

FILL IN THE BLANK:

1. The teenage mother has a _____ death rate than mothers over 20 .

2. The age at which there are the fewest complications during pregnancy is _____.

3. _____ of all teenage marriages end in divorce with in _____ years.

Appendix Q cont'd

FILL IN THE BLANK (Continued):

4. When adopting a child there may be a wait of _____ years.

5. A mother can end her rights _____ days after the baby is born.

6. A married couple of the _____ race will find it easy to adopt.

SHORT ANSWER:

1. What two kinds of children are easily available to adopt?

A. _____

B. _____

2. List four other people a pregnancy will effect besides the pregnant teenager.

A. _____

B. _____

C. _____

D. _____

Appendix R

SELECTING AND CARING FOR A LAYETTE Name: _____

(PRE) POST

FILL IN THE BLANK:

1. _____ is the customary term for an infant's first clothe
2. When selecting items for a layette keep in mind the _____ and the _____ in which the infant will be born.
3. Buy only what is needed for the layette because _____
4. _____ are a very important part of an infant's layette. You will need three or four dozen.
5. Two kinds of diapers are available, _____ and _____
6. A _____ picks up wet and soiled diapers once or twice weekly and at the same time delivers clean ones.
7. Disposable diapers are good to have on hand for _____ and for _____, if you use cloth diapers regularly.
8. Disposable diapers cut out the _____ and _____ tasks.
9. Care must be taken to keep the diapers and other infant's clothing clean and soft to prevent _____
10. When planning for the infant, other basic nursery needs must be planned for. Name <u>three</u> other basic nursery needs. a)_____ b) _____ c)_____

SHORT ANSWER:

1. List three ways clothing for children is sized (found on the tag).
   a) _____
   b) _____
   c) _____
2. How is clothing sized for a baby under five pounds? _____
3. List <u>three</u> rules for doing baby's laundry.
   a) _____
   b) _____
   c) _____
4. The Federal government requires that all childrens pajamas be _____ _____.
5. What type of material is best for baby to wear and to sleep on?
   _____
   _____
6. A small baby often wears a _____ for both waking and sleeping.

Appendix S

CHOOSING CHILD CARE SERVICES

PRE POST

NAME: _____

1. List four types of child care:

   1. _____ 2. _____

   3. _____ 4. _____

2. What is meant by the term "latchkey children"?

   _____

   _____

3. What is the purpose of licensing child care facilities?

   _____

   _____

4. When selecting child care services, the primary concern is always _____.

5. List three factors that influence the choice of child care.

   1. _____

   2. _____

   3. _____

6. When considering a child care center what should you look for in the...

   TEACHERS or CAREGIVERS:

   1. _____

   2. _____

   IN THE FACILITY:

   1. _____

   2. _____

   IN THE CHILDREN AT THE CENTER:

   1. _____

   2. _____

   IN THE EQUIPMENT:

   1. _____

   2. _____

Appendix T (PRE) POST

Name: _____

Sexual Child Abuse - Test

MATCHING:

1.	Pornographic	A.	A person who is injured, neglected or coerced into unhealthy situations.
2.	Felony	B.	Someone whose sexual involvement is always at a specific child age group level.
3.	Incest	C.	Sexual involvement with a relative.
4.	Sodomy	D.	To be forceful for a purpose or cause; to stand up for one's rights.
5.	Sexual Abuse	E.	Any type of sexual abuse which is in the child's immediate significant circle (father, stepfather, grandfather, uncle, brother, cousins, mother) and any other significantly older person (babysitter).
6.	Victim	F.	Adult who turns to children for sexual involvement usually triggered by a stressful situation.
7.	Regressed Pedophile	G.	Any sexual intercourse considered abnormal, can be between two male persons.
8.	Assertive	H.	The expression of obscene material. Example: nude pictures of adults or children.
9.	Abuse	I.	One who does or commits a crime, a trick, fraud, or anything bad or foolish.
10.	Perpetrator	J.	To treat badly; to hurt; to injure; to insult. Abuse may be physical or verbal.
11.	Fixated Pedophile	K.	A major crime, such as murder, where a prison term is a possible result. Any crime where a person could be sent to prison for a year or more.
12.	Misdemeanor	L.	A minor offense, resulting in a lesser punishment than for a felony. An example of a misdemeanor is underage drinking or possession of a small amount of marijuana.

Appendix T cont'd

SYMPTOMS OF SEXUAL ABUSE: Listing

List 4 behavior indicators of sexual abuse:

1. _____

2. _____

3. _____

4. _____

List 4 physical indicators of sexual abuse:

1. _____

2. _____

3. _____

4. _____